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Students enrolled in a 5-hour-per-week (long) English 101 class were compared with students taking the same class 3 hours per week (regular). F ratios from multiple linear regression analyses revealed that (1) significant differences existed between the two groups in ACT scores (ACT scores are one criterion used to assign students to long or regular classes), (2) significant ACT score differences existed between students who did and did not subsequently enroll in English 102 in both groups, and (3) no significant differences exist between English 101 grades and grades subsequently earned in English 102 for either group of students. Further analysis, controlling for differences in ACT scores between groups, revealed that if the long and regular groups' ACT scores were equivalenet the percentage of subsequent enrollments in English 102 would also be equal. It was concluded that the long class had educational worth, and further study to identify specific contributing factors was recommended. (MC)

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DALLAS COUNTY JUNIOR COLLEGE DISTRICT

Research Study 68-7

Comparison of "Long" and "Regular" English 101

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OBJECTIVES

The objectives of this study are: (1) to see if any real differences exist on ACT scores for students in "long" English 101 and "regular" English 101, (2) to examine the subsequent educational achievement of students placed in "long" versus "regular" English 101 sections.

SAMPLES

On the class tape for the fall, 1967 semester, 94 students were enrolled in four "long" English 101 sections. These sections met respectively at 8, 9, 11, and 12 Monday through Friday. Eight "regular" English 101 sections were selected for comparison. Two each met at 8 and 12 MWF. The remaining four met at 8, 9:30, 11, and 12:30 on Tu-Th. Afternoon "regular" English 101 sections were not selected since all of the "long" English sections met during morning hours. A total of 236 students were on the class tapes in these eight sections. Since it was necessary to consider differences in ACT scores, students without ACT scores were deleted. This left a study sample of 58 "long" English students and 153 "regular" English students.

After selecting this sample, the grades for spring, 1968, were ascertained. Therefore, an examination of subsequent enrollment in English 102 and grades earned in English 102 was permitted. This selection of sample and data does not take into consideration subsequent enrollments in English 102 during the 1968 summer session, 1968 fall semester, or students who transferred to other institutions and perhaps enrolled in the equivalent of English 102.

PROCEDURE AND RESULTS

Table 1 indicates the number of students from the regular English sample who subsequently enrolled in English 102 or failed to enroll in this course. Also, the subsequent enrollment of long English students in English 102 is indicated. Mean scores for the four resulting groups of students are tabulated for the four ACT sub-scales and the ACT composite. Mean grades in English 101 (A=4) and English 102, for those who enrolled in this course, are also presented. Marginal means and total means are also tabulated.

Multiple linear regression models were computed to test the hypotheses that there were no statistically significant differences between ACT scores for students enrolled in regular English and long English. The five F ratios obtained (one for each sub-scale and a fifth for the composite) were all significant at the .05 level and all but one were significant at the .01 level, with d.f. = 2/207. A similar set of F ratios were computed to test the hypotheses that there were no statistically significant differences between students who took or did not take English 102. With d.f. = 2/207, these were all significant at the .01 level. Interaction hypotheses, stating that differences between students who took or did not take English 102 are the same for those who previously had English 101 regular and English 101 long, were also tested, with d.f. = 1/207. None of the resulting F ratios were statistically significant.

Therefore, it seems safe to conclude that there are real differences in ACT scores for those enrolled in regular and long English. This is not surprising since this is one of the criteria for channeling students into either regular or long English sections. An equal degree of confidence can be placed in the conclusion that for both regular and long English students there are real differences on ACT scores for those who subsequently enrolled in English 102 or did not enroll.

It is interesting to observe that the mean ACT scores, for regular English 101 students who did <u>not</u> subsequently enroll in English 102, are essentially identical to the mean ACT scores for long English 101 students who <u>did</u> enroll in English 102.

For the 158 students who subsequently enrolled in English 102, regression analyses were conducted to see if the relationship between grades earned in English 102 and grades in English 101 are the same for students who took regular English 101. The F ratios were not significant, with d.f. = 1/154, indicating that a common relationship exists between 101 and 102 grades for the two groups of students. This relationship is indicated by a common regression coefficient of .86, which indicates that for every letter grade change in English 101, there is approximately a 4/5 letter grade change in the English 102 grade. Regression models were then developed to test the hypothesis that there were no differences in 102 grades for students in the regular versus the long English groups, with the same grade earned in English 101. When the English 101 grade is thus controlled, the corrected difference between English 102 grades is slightly greater than the uncorrected difference in Table 1, but is not statistically significant. A corrected difference of .36 was observed whereas the uncorrected difference indicated in Table 1 is .06. As in Table 1, students who took regular English 101 had the higher score. This "no difference" occurs for those students who took English 102, even though those who had long English 101 averaged four or five points lower than those who took regular English 101 on all of the ACT scales.

Additional analyses were conducted for those who enrolled in English 102 controlling for the four scores on the ACT sub-scales. Regression analyses were conducted to test the hypothesis that there were no significant differences in English 102 grades for the two groups of students when the four ACT sub-scales are held constant. F ratio with d.f. = 1/152 indicates that differences are not significant. The corrected difference when ACT scores are controlled is .26 grade point in favor of the "regular" English 101 group.

Eighty-one percent of the students in the "regular" English 101 group subsequently enrolled in English 102, whereas only 59 percent of the "long" English 101 students subsequently enrolled in English 102. When regression analyses are conducted to see if group membership (regular vs. long English) contributes to the probability of students subsequently enrolling in English 102, statistically controlling for differences in ACT sub-scale scores, no significant results were obtained. I.e., if the "long" English students had ACT scores equivalent to the "regular" English students, almost the same percent of subsequent enrollments in English 102 would be expected.

Summary

It appears that the "long" English system has educational worth. Further study should be directed at identifying the particular elements of the system that are related to these benefits.

TABLE 1

Analysis of ACT Scores and Grades

(A=4)

Group		Means: Took English 102	Means: Didn't Take English 102	Means: Total
Regular English 101		(N=124)	(N=29)	(N=153)
	English	19.45	15.00	18.67
	Math	17.71	14.59	17.12
ACT	Social Science	20.48	16.55	19.75
Scores	Natural Science	20.82	17.31	20.16
	Composite	19.76	15.89	19.03
English	101	2.32	.97	2.06
Grades	102	2.16	-	-
Long English 101		(N=34)	(N=24)	(N=58)
	English	14.59	11.08	12.97
	Math	14.41	12.88	13.77
ACT	Social Science	16.70	14.46	15.73
Scores	Natural Science	17.53	14.38	16.22
	Composite	15.91	13.38	14.86
English	101	2.00	.17	1.24
Grades	102	2.10	-	-
Total		(N=158)	(N=53)	(N=211)
	English	18.41	13.23	17.10
	Math	17.00	13.81	16.20
ACT	Social Science	19.67	15.60	18.65
Scores	Natural Science	20.11	15.98	19.08
	Composite	18.93	14.75	17.88
English	101	2.25	.60	1.84
Grades	102	1.94	-	-